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ABSTRACT

The Teacher Aide Program--one aspect of a 1967-68 Title III ESEA project to implement a pilot social studies program in various Madison, Wisconsin, public schools--utilized 1 full-time or 2 part-time noncertified aides working with each of 4 project teaching teams (horizontal teams at grades 6 and 10, and vertical teams at grades 4, 5, 6, and 8, 9, 10). The aides performed the duties deemed appropriate by each 3-man team since formal aide training was provided on-the-job. Project staff and administrators rated the program an unqualified success. Such a program was viewed as essential to successful implementation of classroom innovations dealing with team teaching and individualized instruction. The use of aides also resulted in a better instructional program because of the additional time for teachers. The report includes a project description; an analysis of the Teacher Aide Program in terms of aides' duties, program effectiveness, problems encountered in using aides, and recommendations for resolving these problems; general conclusions and recommendations; tabulations of mean scores of project and non project teachers in terms of selected tasks; a 4-item bibliography; and models of the teacher-aide daily log and the teacher-activities outline. (GC)

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PROJECT REPORT BULLETIN NO. 3

TEACHER AIDE PROGRAM

E.S.E.A. TITLE III

MADISON PUBLIC SCHOOLS ~ MADISON, WISCONSIN

JULY - 1968

ED 067314

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ESEA, Title III--Social Studies In-Service Model
Project Bulletin #3

THE TEACHER AIDE PROGRAM

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THE TEACHER AIDE PROGRAM

Schools today are employing a variety of auxiliary personnel at a rate unparalleled in educational history. These personnel serve as teacher and clerical aides and assistants, guidance aides, health aides, family workers, lunchroom and activity supervisors to name but a few. Some of these people serve for pay, while others donate their services. The reasons for the rapid increase in the numbers of people employed in these capacities are as varied and diverse as are the positions which they hold, but in general it can be said that much of the impetus stems from the following:

1. There has been a growing awareness on the part of educators that a great deal of teacher time is traditionally misused and could be more effectively directed and employed.
2. There is a constantly expanding need for school services.
3. There are acute shortages of qualified professionals to meet growing educational needs.
4. Perceptions about the role of teachers, brought about by complex changes in the nature of education itself, are rapidly changing.
5. The Federal government has made funds available for the employment of non-certified personnel.

Because the needs have become so urgent, the problems so complex, and the availability of funds so rapid, many programs utilizing auxiliary aides have taken on the nature of crash programs. As such, they have been implemented without a great deal of preparation and planning, and with virtually no carefully conceived training program. The project described in the following

pages certainly fits this description, and is presented in order to accomplish the following three objectives:

1. To provide a rationale for the employment of teacher aides.
2. To inform readers of some of the problems which might be encountered in utilizing such aides.
3. To recommend a training program, for both aides and professional staff, which will help to ensure the successful implementation of such a program.

Description of Pilot Program:

In July of 1967 the Madison Public Schools received funds through Title III of the Elementary and Secondary Education Act to implement a pilot social studies program during the 1967, 68 school year. This program was designed to implement large-scale curriculum change (specifically, to implement a concept-centered, inquiry approach to social studies instruction utilizing both horizontal and vertical teaching teams), to identify the problems involved in implementing such change, and to develop effective in-service techniques, procedures, and models for dealing with identified problems. One aspect of the pilot activities was to provide non-certified teacher aides to work with the teachers involved in the project. Each three-man teaching team (an elementary horizontal team at grade 6, an elementary vertical team representing grades 4, 5, and 6, a secondary team at grade 10 and a secondary vertical team at grades 8, 9, and 10) was provided with one full-time, paid teacher aide. Each aide performed such duties as were deemed appropriate by the members of the teaching teams with whom the aide worked.

It was the responsibility of the project coordinator to hire these aides, but since the coordinator himself did not begin his duties until August 7th, it was not until late in August that he was able to begin to fill the positions.

Two full-time aides and one part-time aide were hired prior to the opening of school in September. A second part-time aide was hired during the first week of school, and the last full-time position was filled during the fourth week of school. Thus three teams each had full-time aides by the end of the first month of school, while the fourth team operated with two half-time aides, one of whom worked mornings and the other afternoons. Those aides who were hired prior to the start of the school year were able to participate in one of the orientation sessions conducted by each school prior to the opening of school in September, while those who were hired after school began received no formal orientation or training. Essentially all formal training for aides was provided on the job by members of the teaching teams.

In order to assess the utility of the teacher aide program, each aide was required to keep a daily log (See Appendix A) of her activities. From these logs the project coordinator compiled a list of teacher aide activities. The project teachers were also requested to log their activities (Appendix B), and an attempt was made to identify control teachers who were without the services of aides to periodically log their activities as well in order to determine whether the availability of teacher aides made a difference in the manner in which teachers utilized their time. Additional information relative to various aspects of the teacher aide program was gathered through periodic workshops conducted during the school year, conferences with teachers and aides, personal observations made by building principals and the project coordinator, and written and taped evaluations of the program made by both teachers and aides. All of this data has been analyzed, and forms the basis for the comments which follow.

Analysis of Teacher Aide Program

. Duties of Teacher Aides

It is somewhat risky to generalize about the duties of aides, since these vary condiderably from team to team and between elementary and secondary grade levels. In the interest of expediency, however, the following discussion will be a general one and the reader is encouraged to bear in mind that there are bound to be variations from, and exceptions to, these generalized statements as they are applied to specific local school situations.

In general, our experience has been that the teacher aides employed at at secondary level performed predominately clerical duties, such as typing, reproducing materials, and preparing materials for classroom use. Secondary aides also assisted teachers in correcting papers, keeping records, locating materials, and in performing some supervisory duties. Elementary aides, on the other hand, seemed to become more involved in actual classroom routines, performing such functions as assisting teachers with make-up work, assisting in remedial work with slow students, working with students engaged in library research, and supervising certain classroom activities. In addition, elementary aides also performed clerical tasks such as typing and duplicating materials, grading tests and recording scores, creating bulletin board displays, and locating and securing materials for classroom use.

The following list of teacher aide duties was compiled from the daily logs kept by the aides, and while it makes no distinction between duties performed by elementary or secondary aides, discerning administrators and teachers should be able to identify tasks appropriate to their own areas of concern.

Teacher Aide Duties

Administer tests
Alphabetize tests, report cards, etc.
Arrange book reports in groups
Assist in field trips
Assist in spelling bee
Assist in standardized testing program
Assist slow students with reading and math
Assist teachers in contacting parents for conferences - keep records
Assist teachers on team to compile logs
Assist teachers with locker inspections
Check attendance
Check books in and out of library
Check students' schedules
Clean up work room
Compile a booklet of "Creative Writings"
Compile bibliographies for teachers
Compute grade averages
Correct papers
Correct spelling
Correct workbooks and worksheets
Cut and paste pictures for bulletin board
Cut articles out of newspapers
Cut name tags for parents and children's desks
Cut paper for teacher
Do research for teachers on given topics (locate sources, etc.) - both school and public library
Figure out work sheet in hours
File
Gather and prepare materials for student projects
Gather materials for bulletin board
Help keep room neat
Help students do research in library and I.M.C.
Help students make transparancies
Help students set up science experiments
Help students with spelling in small groups
Help students work equipment - filmstrip projectors, tape recorders, etc.
Help with fire drill
Help with party
Help make bulletin board
Help take pictures
Keep records of student assignments completed and handed in, report cards returned, etc.
Maintain student social studies folders
Make book report folders
Make out attendance reports and figure totals
Make out report cards
Make phone calls for teachers
Make up patrol schedule for the semester and letter to each patrol
Make special classroom presentation

Make SRA charts
Make test analysis chart
Make thermo-fax and dry-photo copies
Make transparancies and other visual aides
Make various charts, lists, etc., for teachers (attendance, student hand-in lists, book sign-out and -in lists, locker numbers, etc.)
Lead health discussion
Listen to morning announcements - make note of relevent items for teachers
Listen to students spell words they misspelled
Locate and set up audio-visual equipment for class use
Pass out materials to students
Perform in social studies skit with teachers for students
Perform word analysis--count words, etc.
Preventive maintenance on machines (keep them clean, serviced, etc.)
Proofreading
Punch holes in paper for student booklets
Put card of explanation with report card in envelopes for parents
Put class jobs under correct headings
Read to students
Record grades
Record materials on tape for various ability groups
Relieve teachers of study hall duties
Reproduce materials
Reserve rooms in library
Run errands (within building) for teachers
Score and record standardized tests
Set up guest speakers, pick up and return guest speakers
Shelve books in library
Sit with students after school while teacher attends meeting
Sort books for school and public libraries
Sort papers
Staple tests, worksheets, etc.
Supervise classes to release teacher for observation or preparation
Supervise groups of students in I.M.C.
Supervise make-up work
Supervise small student discussion groups
Tabulate results of questionnaires
Take down old bulletin board
Take notes of team planning conferences
Take students to bathroom, library, music, gym, etc.
Tape music for use in social studies class
Transcribe tapes
Type correspondence for teachers
Type stencils and dittoes
Weigh and measure students in health unit
Write assignments to send home to sick children
Write story on view-master
Work on social studies file--gather materials, clip and mount pictures, etc.
Work with teacher on Junior High records
Work with vocabulary charts

Effectiveness of Teacher Aide Program

Evaluation of the teacher aide program was accomplished in two ways: objectively, through logs and records kept by aides, pilot team teachers, and control teachers; and subjectively through the observations and comments of teachers, principals, and the project coordinator. This evaluation was designed to 1) identify and enumerate the kinds of duties most frequently and effectively performed by aides, and 2) to determine empirically whether the availability of teacher aides affected the way in which teachers utilized their time.

It was hoped that the logs and records would provide substantive data with which to objectively assess the effectiveness of the aide program, and that subjective observations would reinforce these findings. In terms of the first object of evaluation--to identify and enumerate the duties of teacher aides--the instruments and procedures used proved highly satisfactory. These results are listed in the previous section. The log forms kept by pilot and control teachers (Appendix B), while of insufficient sample size to warrant exhaustive statistical analysis, do yield information which, by inspection, would indicate that the subjective observations of the project participants relative to the effectiveness of the aide program are valid. The following paragraphs, tables, and charts should clarify this contention.

Subjective data relative to this program was compiled from taped records of workshop meetings, from taped weekly conferences between the teaching teams and the project coordinator, from observations of the project coordinator and the building principals, and from written evaluations of the teacher aide program (see form in appendix C) by project teachers at the end of the project year. Teachers, in assessing the effect of the aide program on their teaching performance, agreed that the availability of teacher aides provided them with additional time in which to:

1. Plan, prepare, think, and interact with other teachers.

2. Prepare for classroom use a wider variety of resources. (e.g. Current events materials can be duplicated and run off when needed, thus allowing a teacher to use more current, up-to-date materials)

3. Read and reflect on student work because of the reduction of time-consuming clerical work.

4. Stay better informed as to what materials are available in the libraries and I.M.C.'s.

5. Do a better job of constructing tests.

6. Prepare more creative approaches to instruction.

7. Provide students with better instructional materials because aides were able to type and distribute test answers, excerpts from books and articles, and to help locate resources.

8. Meet with students on an individual and small group basis.

Both teachers and principals agreed that an effective teacher aide program is an essential element of contemporary educational programs, particularly those which are innovative in nature. Because of the complexity of the teaching act itself, the re-definition of the teaching role, the quantity and complexity of instructional materials, and the increasing demands today being made upon the educational program by various segments of society, it is essential that teachers be relieved of routine tasks which can be satisfactorily performed by non-certified personnel. The project coordinator, based upon many observations of the program in action, conversations with the teachers, principals, and aides involved, and his knowledge of the duties performed by both aides and teachers concurs in these observations and supports the above claims made by teachers relative to the effectiveness of the program.

The following table lends credence to these contentions.

	Planning And Preparation		Teaching And Learning		Evaluation		Non-Instructional Activities		Miscellaneous	
	Exper.	Cont.	Exper.	Cont.	Exper.	Cont.	Exper.	Cont.	Exper.	Cont.
Elementary	33.1	14.2	37.8	53.3	19.2	17.6	8.9	14.7	0.10	0.86
Secondary	27.5	28.3	41.9	36.2	17.5	16.2	12.3	19.4	0.65	0.00
Combined	30.3	21.3	39.8	44.8	18.4	16.9	10.6	17.1	0.38	0.43

Table 1. Percentage of Teacher Time Devoted to Selected Tasks: Mean Scores

As can be seen from the mean scores, the experimental group (teachers engaged in the pilot project) at the elementary level spent less time on non-instructional matters and on what is traditionally considered "teaching", and considerably more time on planning and preparing for teaching than did control teachers. This reflects two major influences: the use of teacher aides to perform many routine and non-instructional tasks by project teachers; and an emphasis placed by the pilot program on a changed conception of the teaching act itself--from a situation in which students are passive recipients to one in which they become active participants. In the latter case the teacher would do considerably less formal "teaching" (i.e. dispensing of information) than is the usual practice.

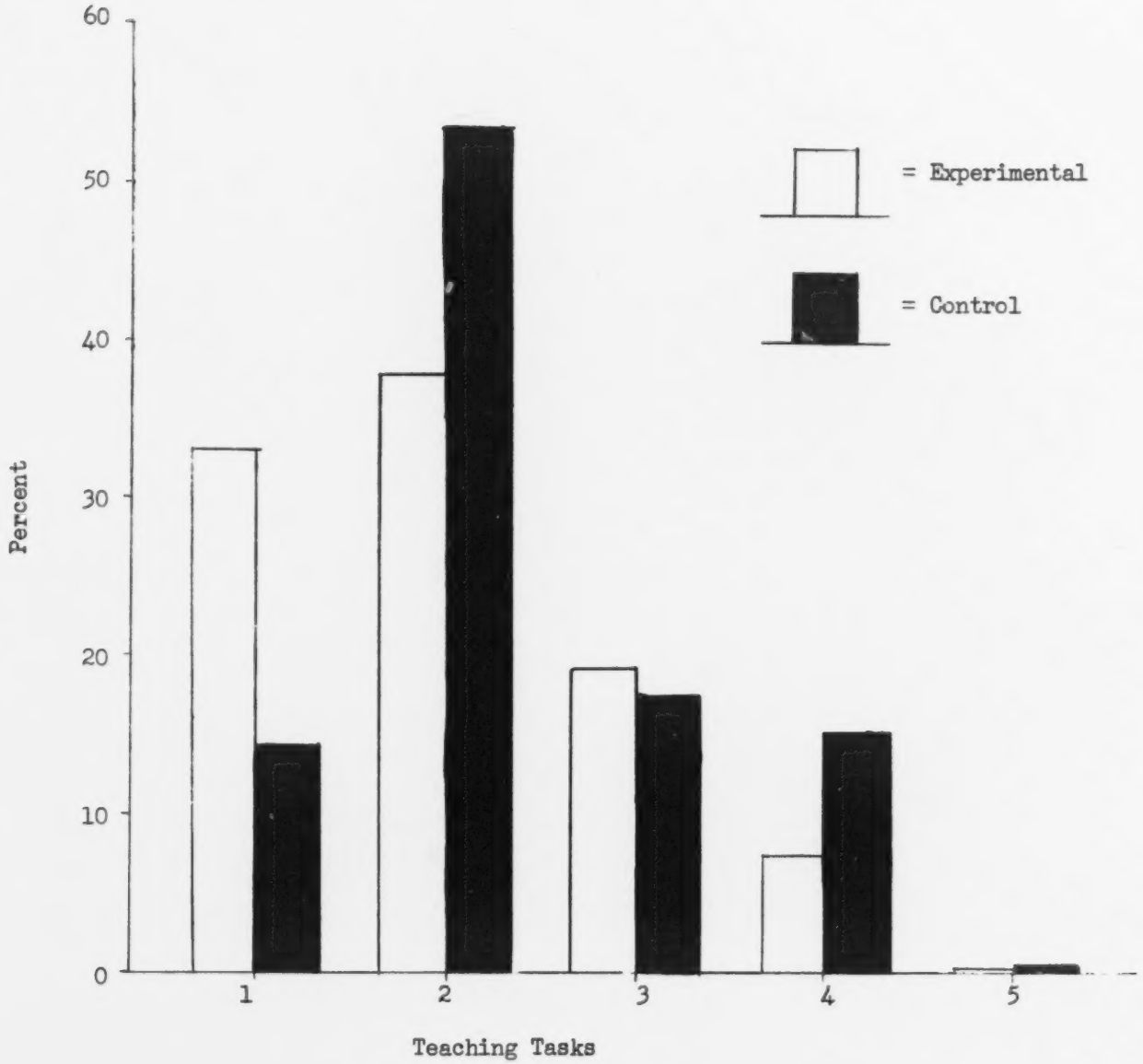
The lack of any significant difference between experimental and control groups at the secondary level is due to three major factors: 1) the only

control teachers who could be prevailed upon to keep a record of their activities came from a school employing a Stanford-plan modular schedule, and as such were in a program very similar to that of the pilot program; 2) due to the inaccessability of one of the pilot secondary schools, it was impossible to provide that team with a teacher aide for more than a third of the school year, a fact which is reflected in records kept by that team; and 3) one of the teachers on the other secondary team found it extremely difficult to bring himself to use the teacher aide who was available to him, either because of lack of organization and planning or because he found it easier to perform these duties himself than to delegate them. Midway through the second semester, however, this teacher began to effectively use the teacher aide, and by the end of the school year was a total convert. In spite of all of these limitations the table indicates that the secondary pilot teachers still spent considerably less time on non-instructional matters than did their control teachers.

Charts 1 and 2 graphically portray the information contained in table 1.

Chart 1. Percentage of Teacher Time Devoted To Specific Tasks: Mean Scores

Elementary Teachers

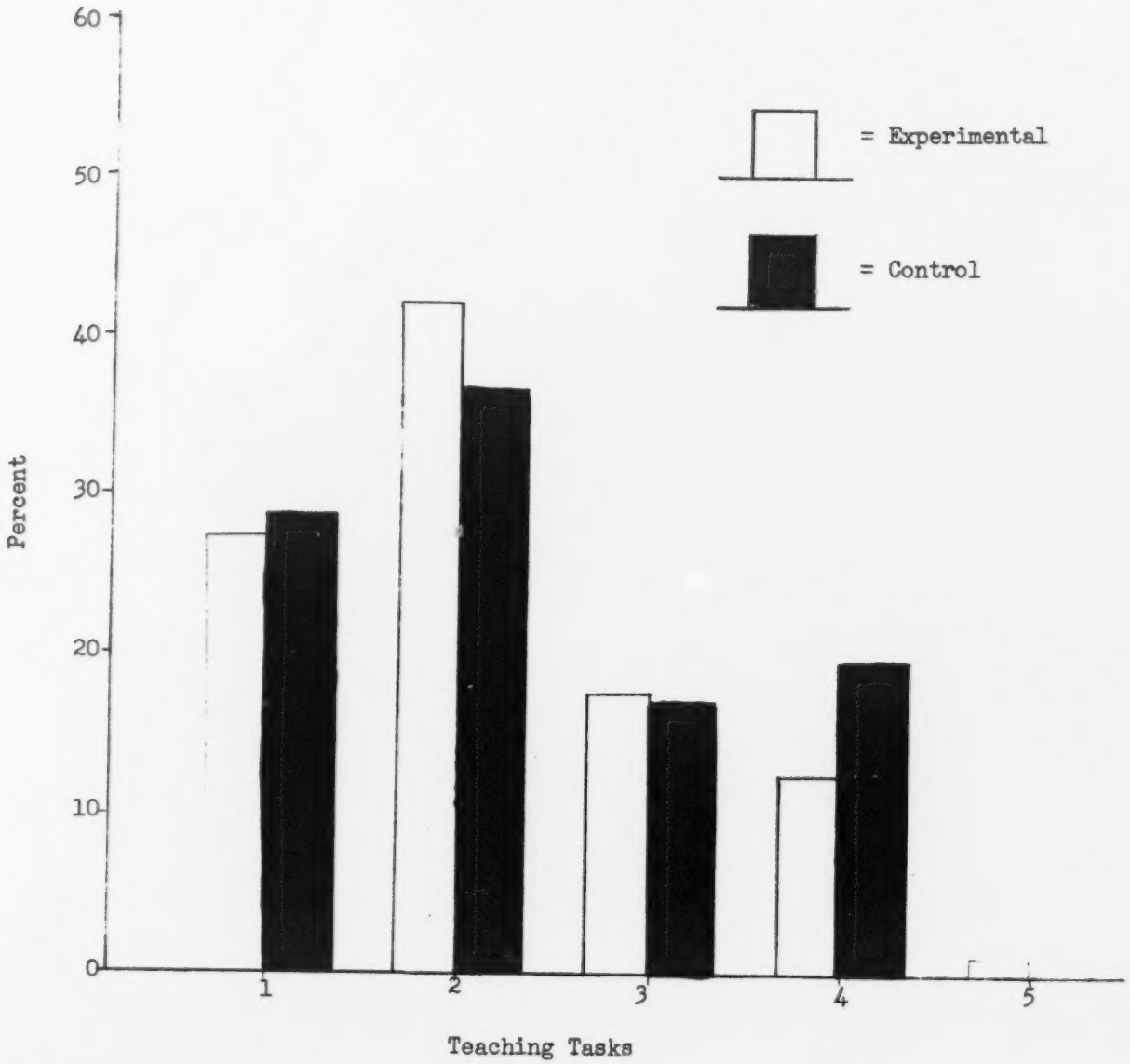


Teaching Tasks:

1. Planning And Preparation
2. Teaching and Learning
3. Evaluation
4. Non-Instructional Activities
5. Miscellaneous

Chart 2. Percentage of Teacher Time Devoted To Specific Tasks: Mean Scores

Secondary Teachers



Teaching Tasks:

1. Planning and Preparation
2. Teaching and Learning
3. Evaluation
4. Non-instructional Activities
5. Miscellaneous

This data is presented in raw form, and as stated above was not subjected to statistical analysis because of the obvious inadequacies of sample size. The project staff is convinced, however, that the observations made above are correct and that they would be substantiated by proper statistical procedures. To make these claims about the effectiveness of the teacher aide program, however, is not necessarily to assume that all teachers will wisely use the additional time available to them as a result of the services of teacher aides. A spirit of professionalism must be cultivated and encouraged, and in-service training provided to help teachers learn how to most effectively use planning and preparation time. The following sections will address some of the problems likely to be encountered when implementing a teacher aide program, and will recommend procedures which might help others to avoid, or at least minimize, such problems.

- Problems Encountered In Utilizing Teacher Aides:

Evaluation of the Teacher Aide program by both aides and teachers identified a number of problems likely to occur without proper training and planning. Following is a listing of these problems.

- Problems identified by Teacher Aides:

1. Inconsistency of work load--at times aides were overworked, and at other times had little to do.
2. Insufficient orientation in terms of school operation and personal characteristics of students at their grade level.
3. Lack of formal involvement of aides in total school activities.
4. Not enough involvement in daily planning of teaching teams, and not enough long-range planning so that aides could know in advance what the curriculum would be. Aides felt that advance knowledge of units coming up would have allowed them to do a better job of gathering information and preparing materials.

- Problems Identified by Teachers:

1. Difficult to plan far enough in advance so that aide work load would remain constant.
2. Aides were unfamiliar with the working vocabulary of teachers, and there was often not enough time to properly clarify terms and instructions.
3. Some aides had an insufficient working knowledge of the equipment they needed to use, and had to be trained by teachers.
4. Teachers were forced to organize their work differently to prepare further in advance in order to effectively utilize aides.
5. Some students seemed to lack respect for the position of teacher aides, and presented discipline problems.
6. Lack of time to plan <u>with</u> aides.
7. Occasional role misunderstanding. Some aides (especially at the elementary level) seemed to want to assume too many teaching, and not enough clerical, responsibilities.

. <u>Recommendations For Resolving These Problems</u>

None of the problems mentioned above were insurmountable, and all were eventually resolved by the teaching teams, administrators, and project coordinator. All concerned, however, felt that these problems might have been avoided had proper planning, training, and organization been provided. Before discussing these elements it might prove helpful to define the role of the teacher aide as that role evolved and was defined by the teachers and aides involved in the project.

- Role of the Teacher Aide

Essentially, the teacher aide is an extension of, and is an auxiliary to, the teacher. As such, the aide performs those tasks requested by the teacher which fall outside the realm of actual instruction. This

is modified somewhat at the elementary level where aides may be asked to assist in some remedial work and to monitor certain classrooms and activities. Ideally, the aide should be clearly identified as part of a particular teaching team, and should be identified as a legitimate member of the school staff with duties and responsibilities clearly understood by faculty and students. The aide should be informed of all school activities, should be included in faculty meetings, and should receive copies of daily and special bulletins. The aide should <u>not</u> (except under special circumstances) have access to students' personal records. In terms of specific skills and knowledge the aide should possess, and/or be trained in, the following:

1. Research and library skills.
2. Secretarial skills (especially typing and filing).
3. Audiovisual (media) skills--operation of equipment and preparation of materials.
4. A working knowledge of the basic rules of spelling, punctuation, and grammar.
5. Bulletin Board techniques.
6. A working knowledge of simple computational skills.
7. Interpersonal relations skills.

In addition, it would be helpful if aides had some subject matter background, an understanding of contemporary instructional methods, and enough grounding in adolescent psychology to give them a rudimentary understanding of the children at the grade levels with which they work. Finally, aides should recognize that they are there to <u>help teachers</u>, rather than to perform specific tasks, and should cheerfully and enthusiastically perform any duties requested of them.

- Pre-Service Training of Aides:

It is both futile and self-defeating to assume that teachers can find the time to give aides extensive training on the job. When this is required, the effectiveness and efficiency of both aides and teachers is impaired, and teachers quickly lose their enthusiasm for such a program. Obviously some training and orientation to specific local situations will have to be done by teachers, but the majority of aide training should be accomplished by the personnel department of the school system or through other planned training programs prior to assigning aides to schools. Specifically, aides should receive formal, paid training and orientation prior to assignment in the following:

1. Orientation to the school system.
2. School organization and operation.
3. Functions of different school personnel.
4. Research and library skills.
5. Curriculum orientation.
6. Equipment operation.
7. Professional ethics.
8. Preparation of AV and printed materials.
9. Adolescent psychology.
10. Teaching methodology.
11. Bulletin board techniques.

Screening for additional qualities mentioned in the preceding section (such as personality characteristics, knowledge of grammar and computational skills, typing ability, filing skills, etc.) can be accomplished during job interviews and with written and/or practical examinations.

- In-Service Training of Aides:

The pre-service training program described above is a necessary first step in the training of aides, but attention should be paid to in-service training as well. Some of this in-service training will be accomplished by teachers, but it is recommended that a formal in-service program be initiated also. Such an in-service program would include the following:

1. Formal involvement of the school library and audio-visual personnel in the continuous training, and up-dating, of teacher aide skills. Specifically, this training would concern itself with local building needs, equipment and facilities.
2. Regularly scheduled in-service workshops conducted by central office personnel which would bring aides together to share experiences, express common concerns, and develop skills. Hopefully, teachers could be included in some of these workshops to share ideas and concerns with the aides.

- Planning and Organization

The most careful and effective pre-service and in-service training program possible will go for naught unless careful consideration is given to planning and organizing for an effective teacher aide program. Each program should obviously be tailored for the specific needs of the school involved, but all programs should, to be most effective,:

1. Assign aides to specific teachers or teams of teachers within a school.
2. Provide time in the teacher's <u>daily</u> schedule to sit down with other teachers and with aides to plan for daily and long-term operations.
3. Make provisions for flexibility where necessary. The needs of individual schools will vary, and the work patterns of aides should reflect local needs.

4. Provide, prior to the start of the school year, an opportunity for teachers, aides, and administrators to get together and define the role of the aide as it will apply in that specific school situation.
5. Provide proper working facilities for aides. While impossible to describe completely, these facilities should include a desk, at least a semi-private work space away from school traffic, and adequate light and ventilation.

- Preparation of Teachers:

In order for a teacher aide program to be effective and accomplish its objectives, special attention must also be given to the training needs and adjustment of teachers who will work with teacher aides. While no attempt will be made in this section to carefully delineate a training program for teachers, the following training needs are suggested and ought to be considered by anyone contemplating a teacher aide program.

1. Teachers who are given the services of teacher aides must be helped to perceive their roles differently. This does not happen automatically, and teachers must be assisted to understand that aides are being made available in order to provide the teacher with additional time in which to more effectively plan, prepare, conduct, and evaluate the instructional program. The aide is not there merely to release the teacher from certain "non-professional" duties.
2. Teachers, as well as aides, must be helped to develop and employ skills of interpersonal relations and communications.
3. Teachers must be prepared to specify and identify tasks to be accomplished by aides, and must plan sufficiently far in advance to assure the successful completion of these tasks.
4. Teachers must fully understand the role of the teacher aide, and must be able to differentiate teaching tasks into those which can be accomplished by an aide and those which must be performed by the teacher.

5. Teachers must be helped to accept the fact that aides are there to be used. Many teachers feel, especially in the early stages, that it is easier to do many jobs themselves than to take the time to explain them to aides. It is impossible for a successful aide program to develop under these conditions.

Conclusion and Recommendations

The project staff and administrators rated the teacher aide program an unqualified success. Such a program is essential to the successful implementation of classroom innovations, particularly those dealing with team teaching and individualized instruction. While this program was extremely helpful to teachers, it would be a mistake to assume that such programs can be implemented without a good deal of work and planning on the part of teachers and administrators. The use of teacher aides resulted in a better instructional program for children because it provided additional planning and preparation time for teachers and allowed for the provision of a wider and more current variety of instructional materials. Teachers did not find that they had additional free time as a result of the use of aides; rather, they found that they were able to more profitably and professionally spend their non-teaching time in planning, preparation for teaching, evaluation, and counseling and tutoring pupils who needed individual help. A further benefit of the teacher aide program was in improved community relations. The aides became better imformed about the school program, and were effective in communicating this information informally to the school community.

The following recommendations, while not specific, are intended as guidelines for those who would implement an effective teacher aide program:

1. Plan carefully for such a program, and include all personnel who will be involved with the program in the planning.
2. Organize the school program and facilities to most efficiently and effectively utilize such a program.

3. Provide comprehensive training for both aides and teachers prior to initiating a program, and continue this on an in-service basis after implementation.
4. Carefully define the role of the aide as it will evolve in each local situation. Functions and responsibilities of all personnel must be clearly enumerated, and lines of authority drawn. Some suggested uses of non-certified personnel might be as follows:
   - Used to aid individual teachers
   - Used to work with teaching teams
   - Used to serve a particular grade level
   - Used as departmental aides
   - Used as office aides
   - Used as supervisory aides
   - Used as clerical aides
5. Plan to assist teachers to most effectively make use of the time provided them by the employment of aides.
6. Establish a careful screening process to ensure the selection of aides who possess the necessary personality characteristics and skills.
7. Provide adequate monetary compensation to make the job financially attractive enough to interest qualified applicants.

No set of guidelines can ensure a successful program, but adherence to the above should greatly enhance the likelihood of success.

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Appendix A

Teacher Aide Daily Log

Teacher Aide Daily Log

Name _____

Day _____ School _____

Date _____

Nature of Activity	With Whom?	Amount of Time
AM		
lunch period		
PM		

Appendix B

Teacher Activities Outline

MADISON PUBLIC SCHOOLS

Title III #913 — Social Studies In-Service Model

TEACHER ACTIVITIES OUTLINE

(Based upon a model developed for use by Administrative Interns in the Internship Project conducted by the National Association of Secondary School Principals.)

Name_____

School_____

Grade Level_____

TEACHER ACTIVITIES OUTLINE

I. PLANNING AND PREPARATION

A. Background Reading
— Can be subject, process, or behaviorally oriented, and can include reading in professional journals, articles, pamphlets, etc., relative to innovations, methodologies, etc.

B. Instructional Resources
— Study resources available in the schools, the community, and surrounding areas and make them available to students and staff.

C. Preparing for Instruction
— Organizing notes and materials, selecting appropriate methods, preparing for lectures, discussions, etc.

D. Team Planning

E. Developing Objectives and Lesson Plans

F. Instructional Meetings
— Can include faculty, departmental, or special committee meetings, either formal or informal. Any meeting which focuses on instruction of students, or which will in some way enhance the teaching/learning process should be included here.

II. TEACHING AND LEARNING

A. Large-Group Instruction

B. Middle-Group Instruction

C. Small-Group Discussion

D. Assisting Students in Independent Study

E. Tutorial Sessions with Students — Either Singly or in Small Groups

F. Programmed Instruction
— Developing, evaluating, using, or assisting students in the use of programmed materials.

G. Observing Other Teachers in Action

H. Instructionally-Centered Conversations or "Bull Sessions" with Other Staff Members

III. EVALUATION

A. Diagnosing Student Needs
— Analyzing results of standardized tests and permanent records, conferences with parents and counselors, individual conferences with students, etc.

B. Prescribing for Individual Student Needs

C. Writing Tests

D. Grading Tests and Recording Scores

E. Making Subjective Observations of Student Progress

F. Reporting Pupil Progress

G. Helping to Focus Staff Attention on Grading Practices

H. Evaluating Instructional Procedures
— Methods, grouping, presentation, etc.

I. Evaluating Instructional Program

J. Evaluating Evaluation Instruments

IV. NON-INSTRUCTIONAL ACTIVITIES

A. Utilization of Space
— Arranging work and study spaces, room variations, etc.

B. Scheduling

C. Securing and Setting Up Equipment and Supplies

D. Checking In and Out Text and Other Instructional Materials

E. Monitoring and Supervising Halls, Lunch Rooms, Study Halls, Playgrounds, etc.

F. Supervising Loading and Unloading of School Busses

G. Collecting Monies

H. Filling out Forms and Reports

I. Meetings
— Faculty, departmental, special committee meetings, or parts of such meetings, not concerned with instructional matters.

J. Home Room or Activity Period

K. Clubs and Activities
— Include athletics, forensics, debate, dramatics, student council, etc.

L. Assemblies

V. MISCELLANEOUS
— Anything not covered in the other categories is to be entered here. Be sure to specify the nature of the activity when using this category.

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DIRECTIONS FOR SUMMARIZING TEACHER ACTIVITIES OUTLINE

This sample table shows a hypothetical summary of activities for the first major area of the Teacher Activities Outline, namely, Planning and Preparation. A complete table would show all areas in the Outline, even though no activities are recorded after some headings or sub-headings. The totals listed after the Roman Numeral Categories represent the sum of the figures following A, B, C, etc.

The first column at the left shows the outline designations. The second column, filled in at the end of the time period covered, provides a total of all the hours listed in the column headed Time Spent In Various Activities. The column on the extreme right is included for any comments you care to make.

The Time In Activity column shows the hours spent daily in each of the activities listed. Write in the appropriate column each day the hours you spent that day in whatever activities you performed. Write in pen or pencil — small, so you can get as many figures in the blank as you will need. At the end of the recording period total the columns, writing the total in the Time In Hours Column. Activities involving two or more areas are divided according to the time spent in each.

For the present, at least, summarize the activities every two weeks and submit them to the project coordinator.

SUMMARY OF TEACHER ACTIVITIES
From _____ Through _____
(Sample)

Area	Time in Hours	Time Spent in Various Activities In Hours or Fractions of Hours	Comments
I	37.50		
A	7.0	2-½-1-1½-½-½-1	
B	2.5	1-½-¼-½-¼	
C	19.75	2-1-3-1½-½-3-1-1½-2-1¼-2-1	MUCH OF THIS TIME SPENT AT HOME AND BEFORE AND AFTER SCHOOL
D			
E	4.75	2-1-1¼-½	
F	3.5	1-1-½-1	
II			
A			
B			
C			

SUMMARY OF TEACHER ACTIVITIES

From_____ Through_____

Name_____ Grade Level_____ School_____

Area	Time in Hours	Time Spent in Various Activities In Hours of Fractions of Hours	Comments
I			
A			
B			
C			
D			
E			
F			
II			
A			
B			
C			
D			
E			
F			
G			
H			
III			
A			
B			
C			
D			
E			

Area	Time in Hours	Time Spent in Various Activities in Hours or Fractions of Hours	Comments
F			
G			
H			
I			
J			
IV			
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			
V			(Specify Activity)
A			
B			
C			

Appendix C

Evaluation of Teacher Aide Program

ESEA, Title III
Social Studies In-Service Model

Evaluation of Teacher Aide Program

Name _____ Grade Level _____

In order to provide a concise evaluation of the teacher aide program as you have experienced it this year, each of you is being asked to answer the following questions:

1. What, precisely, has been the effect on your performance as a teacher of the teacher aide who has been assigned to your team this year?

2. Has the use of a teacher aide presented you with any particular problems?

3. Define the role of the teacher aide as you perceive it to be and, in the case where the two would differ, as you would like it to be.

4. What should be the position of the teacher aide in the total school organization? Is it necessary to delineate formal and informal organization and social relationships?

5. What skills and training should an aide possess in order to effectively assist you in your work?

6. Does the effective utilization of aides require special preparation on your part as a teacher?

7. What should be done to make the teacher aide program more effective?

8. Additional comments?